

UKULELES– WIDER OPPS – SKILLS DEVELOPMENT 1-15 WEEK PLAN

OBJECTIVES	LEARNING PATHWAY	NEW VOCABULARY	REPERTOIRE
Keep a steady Beat	Introduced using songs, chants and musical games that emphasise a strong sense of pulse. We discuss how the basis of all musicianship is founded on a steady beat and what happens if this goes wrong!	BEAT PULSE TEMPO	In Dulcie Jubilo Ebenezer Sneezer Up the ladder
Understand Rhythm MUSICAL NOTATION	Explore the relationship between beat and rhythm again using songs and chants and musical games. We also introduce basic rhythmic symbols and terminology using the koday method .	RHYTHM TA TE TE TA-AA AND SH BAR/BARLINE	Coca Cola chant Mr Noe Cuckoo
Understand Pitch MUSICAL NOTATION LISTENING	Initially introduced through song and active listening, but the concept is developed as we learn to play different strings and chords on the ukulele. We explore the relationship between the pitches and use this to anticipate the change in pitch without aural prompting using the solfa handsigns (koday method). We continue to develop this as we learn how to anticipate a melody line in new songs.	PITCH	Pachabel Canon in D Hello Everybody Carnival of the Animals – visual
Establish correct posture and holding the instrument correctly INSTRUMENTAL PERFORMING	To gain an understanding of the principles of how the ukulele works in relation to strings/tension/tuning pegs and how vibration produces the sound over the sound hole in the instrument. We discuss how tightening and loosening of each individual string can affect the pitch and overall sound of the chords and notes being produced.	Strings/head/body/neck Tuning pegs Sound hole Bridge/nut/frets	My Ukulele has a body song
Understand Chord box notation NOTATION	We explain how to produce a chord using the fretboard and placing fingers in the correct fret position. The initial phase relies on a combination of stickers to help recognise and reinforce where to put our fingers in conjunction with an explanation of the chord box notation for the ukulele. Each new chord requires a progressively more difficult finger positioning. Initially starting with an open string chord (no fingers) we rapidly move through the basic one finger chords from C to Am and C7, then 2 finger chords F and sometimes to a 3 finger G7 chord. Once these have been placed in the the auto recall of our memory we begin to introduce more complex pieces, starting with 1 finger chord changes within the same piece using a basic repeating chord pattern.	FRET CHORD BOX STRINGS PITCH KEY	Ukulele Magic bk 1 and 2 C chord – I don't care Am – Autumn leave F – Pelicans F to C – Down the Mississippi C/F/G7 – Clap Clap song

Musicality PERFORMING	– We discuss standard musical terminology and the impact it can have on our performance i.e loud or soft /short or long notes – Each child will perform in a final concert. Some may be given an opportunity to play or sing either a solo or in a smaller group.	DYNAMICS PIANO/FORTE STACCATO/LEGATO CRESCENDO DECRESCENDO	Stacatto- legato B R Raco
Appreciate Musical Structure NOTATION LISTENING	We listen to various pieces of music and discuss how the piece are put together introducing basic concepts such as repeats/verse/chorus/section ABA etc. This is demonstrated through the use of songs/clapping games/playing pieces on our ukuleles.	STRUCTURE REPEAT CHORUS VERSE	Stacatto- legato B R Raco Clap clap song
Developing an Independent Musical Ear PERFORMING SINGING	Initially this will be achieved by splitting the children into 2 groups to play or sing in a round or with the use of an Ostinato (repeated pattern). It is developed in our rhythmic work with multiple groups performing different patterns at the same time and is also demonstrated in multi-layered songs. Children are encouraged to lead an independent part by themselves.	OSTINATO ROUND CANON	I'd like to say Hello
Begin to compose and improvise own music IMPROVISE COMPOSE	We begin by adding our own actions and rhythms to a familiar piece of music (improvising). Using basic building blocks – already learnt Ta Te Te and sh, children will be encouraged to write their own rhythms or improvise a differing strumming pattern on their ukulele . They will then perform their own composition to the rest of the class.	NOTATION COMPOSITION IMPROVISE	Maple leaf Rag Find another way